

Can we enhance the social communication skills of preschool children with Autism Spectrum Conditions through play?

Submission date 09/03/2012	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered
		<input type="checkbox"/> Protocol
Registration date 11/04/2012	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan
		<input type="checkbox"/> Results
Last Edited 06/12/2019	Condition category Mental and Behavioural Disorders	<input type="checkbox"/> Individual participant data
		<input type="checkbox"/> Record updated in last year

Plain English summary of protocol

Background and study aims

Research indicates that children with Autism Spectrum Conditions (ASCs) can be taught to play via appropriate intervention, and that this may also improve their social communication skills. However, research in this area is currently lacking. We are interested in exploring whether the social interactions of preschool children with social communication difficulties can be enhanced by developing their play skills.

Who can participate?

Preschool children attending a Children's Centre preschool in Hampshire can attend. Children do not need to have a diagnosis of an ASC, but do need to have a funded special educational needs place at preschool relating to their social communication difficulties.

What does the study involve?

After consent is given, a researcher visits the child at their preschool setting to conduct some assessments. Children will then be randomly selected to either receive a short individual play intervention each day for two weeks at preschool, or to continue their preschool as usual for two weeks. The intervention, called Identiplay, lasts for 10 minutes each day and will be delivered by the child's usual key worker. Identiplay teaches play and has been used with many preschool children with social communication needs across Hampshire. After these two weeks the researcher will visit the participant at preschool again and repeat the assessments. After a further six weeks this will be repeated.

What are the possible benefits and risks of taking part?

You would be helping us to understand the links between play and social communication skills in individuals with ASCs. There are no risks involved in taking part.

Where is the study run from?

University of Southampton (UK).

When is the study starting and how long is it expected to run for?
From September 2011 to March 2012.

Who is funding the study?
University of Southampton (UK).

Who is the main contact?
Miss Chloe Allen
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Contact information

Type(s)
Scientific

Contact name
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Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers
N/A

Study information

Scientific Title
Can we enhance the social communication skills of preschool children with Autism Spectrum Conditions through play?

Study objectives
Autism spectrum conditions (ASCs) include autistic disorder, pervasive developmental disorder (PDD), and Asperger's disorder, and are characterised by deficits in social interaction, communication, and imagination.

Hypothesis:
Exposure to an intervention aiming to enhance play skills will result in a significant increase in play skills, social play development and the frequency of social communication behaviours.

Ethics approval required

Old ethics approval format

Ethics approval(s)

Department of Psychology Ethics Committee, University of Southampton, 08/08/2011, ref: 704

Study design

Multicentre randomised controlled trial

Primary study design

Interventional

Secondary study design

Randomised controlled trial

Study setting(s)

Other

Study type(s)

Quality of life

Participant information sheet

Not available in web format, please use the contact details below to request a patient information sheet

Health condition(s) or problem(s) studied

Preschool children with Autism Spectrum Conditions

Interventions

Children will be matched into pairs and then randomly allocated to either the intervention or treatment as usual condition. The play intervention will take place daily at preschool with the child and their keyworker working one to one. The intervention used is known as Identiplay.

Intervention Type

Behavioural

Primary outcome measure

1. Preschool teacher-rated SDQ
2. Symbolic Play Test
3. 10-minute video recording of child engaged in free play with peers coded using the M-COSMIC, developmental and social level of play

Secondary outcome measures

No secondary outcome measures

Overall study start date

01/09/2011

Completion date

19/03/2012

Eligibility

Key inclusion criteria

1. Attending a special educational needs funded place for children with social communication needs in a children's centre
2. Aged between 2 years 9 months and 5 years
3. Written parental consent

Participant type(s)

Patient

Age group

Child

Lower age limit

2 Years

Upper age limit

5 Years

Sex

Both

Target number of participants

20

Key exclusion criteria

1. Speech and language delay in the absence of social communication concerns
2. Major medical conditions impacting on the effects of the intervention

Date of first enrolment

01/09/2011

Date of final enrolment

19/03/2012

Locations

Countries of recruitment

England

United Kingdom

Study participating centre

University of Southampton
Southampton
United Kingdom
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Sponsor information

Organisation

University of Southampton (UK)

Sponsor details

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Sponsor type

University/education

Website

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ROR

<https://ror.org/01ryk1543>

Funder(s)

Funder type

University/education

Funder Name

University of Southampton (UK)

Alternative Name(s)

University of Southampton UK

Funding Body Type

Government organisation

Funding Body Subtype

Universities (academic only)

Location

United Kingdom

Results and Publications

Publication and dissemination plan

Not provided at time of registration

Intention to publish date**Individual participant data (IPD) sharing plan****IPD sharing plan summary**

Not provided at time of registration